



Chester Blue Coat CE Primary School

Anti-Bullying Policy

Date policy last reviewed: September 2025

In Consultation With		
Date Agreed	Name	Position
September 2025	Matthew Hover 	Headteacher
	Paul Brand 	Safeguarding Governor
	Chris Mann 	Chair of Governors
Date for Review:	September 2027	

Anti Bullying Policy

1) Statement of intent

Chester Blue Coat CE Primary School believes that all pupils are entitled to learn in a safe and supportive environment; this means being free from all forms of bullying behaviour. This policy outlines how instances of bullying are dealt with, including the procedures to prevent occurrences of bullying. These strategies, such as learning about tolerance and difference as part of the school's curriculum, aim to promote an inclusive, tolerant and supportive ethos at the school.

The Education and Inspections Act 2006 outlines several legal obligations regarding the school's response to bullying. Under section 89, schools must have measures in place to encourage good behaviour and prevent all forms of bullying amongst pupils. These measures are part of the school's Behavioural Policy, which is communicated to all pupils, school staff and parents.

All staff, parents and pupils work together to prevent and reduce any instances of bullying at the school. There is a zero-tolerance policy for bullying at the school.

2) Links with other school policies and practices

This policy links with a number of other school policies, practices and action plans including:

- Behaviour and Relationships policy
- Complaints Policy
- Child Protection and Safeguarding policy
- Curriculum policies which include: PSHE, RSE, Citizenship and Computing

3) Links to legislation

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Education and Inspections Act 2006
- Equality Act 2010
- Protection from Harassment Act 1997
- Malicious Communications Act 1988
- Public Order Act 1986
- Communications Act 2003
- Human Rights Act 1998
- Crime and Disorder Act 1998
- Education Act 2011
- DfE (2017) 'Preventing and tackling bullying'
- DfE (2021) 'Sexual violence and sexual harassment between children in schools and colleges'
- DfE (2018) 'Mental health and wellbeing provision in schools'
- DfE 'Keeping children safe in education'
- DfE (2020) 'Sharing nudes and semi-nudes: advice for education settings working with children and young people'
- DfE 'Behaviour in schools: advice for headteachers and school staff'
- DfE 'Supporting children and young people with medical conditions and allergy'

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4) Responsibilities

It is the responsibility of:

- The headteacher to communicate this policy to the school community, to ensure that disciplinary measures are applied fairly, consistently and reasonably, and that a member of the senior leadership team has been identified to take overall responsibility.
- School Governors to take a lead role in monitoring and reviewing this policy.
All staff, including: governors, senior leadership, teaching and non-teaching staff, to support, uphold and implement this policy accordingly.
- Parents/carers to support their children and work in partnership with the school.
- Pupils to abide by the policy.

5) Our school community:

- Discusses, monitors and reviews our anti-bullying policy and practice on a regular basis.
- Supports all staff to promote positive relationships to prevent bullying and will intervene by identifying and tackling bullying behaviour appropriately and promptly.
- Ensures that pupils are aware that all bullying concerns will be dealt with sensitively and effectively; that pupils feel safe to learn; and that pupils abide by the anti-bullying policy.
- Reports back to parents/carers regarding their concerns on bullying and deals promptly with complaints. Parents/ carers in turn work with the school to uphold the anti-bullying policy.
- Seeks to learn from good anti-bullying practice elsewhere and utilises support from the Local Authority and other relevant organisations when appropriate

6) Definition of bullying

Bullying is “Behaviour by an individual or a group, usually repeated over time that intentionally hurts another individual either physically or emotionally”. (DfE “Preventing and Tackling Bullying”, July 2017)

Bullying can include: name calling, taunting, mocking, making offensive comments; kicking; hitting; taking belongings; producing offensive graffiti; gossiping; excluding people from groups and spreading hurtful and untruthful rumours. This includes the same inappropriate and harmful behaviours expressed via digital devices (cyberbullying) such as the sending of inappropriate messages by phone, text, Instant Messenger, through websites and social media sites and apps, and sending offensive or degrading images by mobile phone or via the internet.

For the purpose of this policy, “bullying” is defined as persistent behaviour by an individual or group with the intention of verbally, physically, or emotionally harming another person or group. Bullying is generally characterised by:

- Repetition: Incidents are not one-offs; they are frequent and happen over an extended period of time.
- Intent: The perpetrator means to cause verbal, physical or emotional harm; it is not accidental.
- Targeting: Bullying is generally targeted at a specific individual or group.
- Power imbalance: Whether real or perceived, bullying is generally based on unequal power relations.

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Vulnerable pupils are more likely to be the targets of bullying due to the attitudes and behaviours some young people have towards those who are different from themselves. Vulnerable pupils may include, but are not limited to:

- Pupils who are adopted.
- Pupils suffering from a health problem.
- Pupils with caring responsibilities.
- Pupils from socioeconomically disadvantaged backgrounds.

Pupils with certain characteristics are also more likely to be targets of bullying, including, but not limited to:

- Pupils who are LGBTQ+ or perceived to be LGBTQ+.
- Black, Asian and minority ethnic (BAME) pupils.
- Pupils with SEND.

7) Forms of bullying covered by this Policy

Many kinds of behaviour can be considered bullying, and bullying can be related to almost anything. Teasing another pupil because of their appearance, religion, ethnicity, gender, sexual orientation, home life, culture, or SEND are some of the types of bullying that can occur.

Bullying is acted out through the following mediums:

Verbal

Physical

Emotional

Online (cyberbullying)

Racist bullying: Bullying another person based on their ethnic background or skin colour. Racist bullying is a criminal offence under the Crime and Disorder Act 1998 (as amended) and Public Order Act 1986.

Homophobic and bi-phobic bullying: Bullying another person because of their actual or perceived sexual orientation.

Transphobic bullying: Bullying based on another person's gender identity or gender presentation, or for not conforming to dominant gender roles.

Sexist bullying: Bullying based on sexist attitudes expressed in a way to demean, intimidate or harm another person because of their sex or gender. Sexist bullying may sometimes be characterised by inappropriate sexual behaviours.

Sexual bullying: Bullying behaviour that has a physical, psychological, verbal or non-verbal sexual dimension or dynamic that subordinates, humiliates or intimidates another person. This is commonly underpinned by sexist attitudes or gender stereotypes.

Ableist bullying: Bullying behaviour that focusses on another person's disability or support needs; this can include mocking the individual's disability or their needs, using derogatory words or slurs in relation to an individual's disability, or deliberately excluding an individual because of their disability.

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Prejudicial bullying: Bullying based on prejudices directed towards specific characteristics or experiences, e.g. religion or mental health issues.

Relational bullying: Bullying that primarily constitutes of excluding, isolating and ostracising someone – usually through verbal and emotional bullying.

Socioeconomic bullying: Bullying based on prejudices against the perceived social status of the victim, including, but not limited to, their economic status, their parents' occupations, their health or nutrition level, or the perceived "quality" of their clothing or belongings.

8) Preventing, identifying and responding to bullying

The school community will:

- Create and support an inclusive environment which promotes a culture of mutual respect, consideration and care for others which will be upheld by all.
- Work with staff and outside agencies to identify all forms of prejudice-driven bullying. Actively provide systematic opportunities to develop pupils' social and emotional skills, including their resilience.
- Provide a range of approaches for pupils, staff and parents/carers to access support and report concerns.
- Challenge practice which does not uphold the values of tolerance, non-discrimination and respect towards others.
- Consider all opportunities for addressing bullying in all forms throughout the curriculum and supported with a range of approaches such as through displays, assemblies, peer support and the school/student council.
- Regularly update and evaluate our approaches to take into account the developments of technology and provide up-to-date advice and education to all members of the community regarding positive online behaviour.
- Train all staff including teaching staff, support staff (including administration staff, lunchtime support staff and site support staff) and pastoral staff to identify all forms of bullying, follow the school policy and procedures (including recording and reporting incidents).
- Proactively gather and record concerns and intelligence about bullying incidents and issues so as to effectively develop strategies to prevent bullying from occurring.
- Actively create "safe spaces" for vulnerable children and young people.
- Use a variety of techniques to resolve the issues between those who bully and those who have been bullied.
- Work with other agencies and the wider school community to prevent and tackle concerns, including concerns regarding radicalisation and extremism.
- Celebrate success and achievements to promote and build a positive school ethos.

9) Cyberbullying

Our school will ensure we access the Childnet Cyberbullying guidance.

When responding to cyberbullying concerns, the school will:

- Act as soon as an incident has been reported or identified.

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- Provide appropriate support for the person who has been cyberbullied and work with the person who has carried out the bullying to ensure that it does not happen again.
- Encourage the person being bullied to keep any evidence (screenshots) of the bullying activity to assist any investigation.
- Take all available steps where possible to identify the person responsible. This may include: -
 - *looking at use of the school systems;
 - *identifying and interviewing possible witnesses;
 - *Contacting the service provider and the police, if necessary.

Work with the individuals and online service providers to prevent the incident from spreading and assist in removing offensive or upsetting material from circulation. This may include:

- Support reports to a service provider to remove content if those involved are unable to be identified or if those involved refuse to or are unable to delete content.
- Confiscating and searching pupils' electronic devices, such as mobile phones, in accordance with the law and also the school searching and confiscation policy. Chester Blue Coat will ensure that we access the DfE 'Searching, screening and confiscation at school' and Childnet Cyberbullying guidance to ensure that the schools powers are used proportionately and lawfully.
Requesting the deletion of locally-held content and content posted online if they contravene school behavioural policies.
- Ensure that sanctions are applied to the person responsible for the cyberbullying; the school will take steps to change the attitude and behaviour of the bully, as well as ensuring access to any additional help that they may need.
- Inform the police if a criminal offence has been committed.
- Provide information to staff and pupils regarding steps they can take to protect themselves online. This may include:
 - *advising those targeted not to retaliate or reply;
 - *providing advice on blocking or removing people from contact lists;
 - *helping those involved to think carefully about what private information they may have in the public domain.

10) Involvement of pupils

We will:

- Regularly canvas children and young people's views on the extent and nature of bullying.
- Ensure that all pupils know how to express worries and anxieties about bullying.
- Ensure that all pupils are aware of the range of sanctions which may be applied against those engaging in bullying.
- Involve pupils in anti-bullying campaigns in schools and embedded messages in the wider school curriculum.
- Publicise the details of help lines and websites.
- Offer support to pupils who have been bullied and to those who are bullying in order to address the problems they have.

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11) The role of Parents

Parents who are concerned that their child might be being bullied, or who suspect that their child may be the perpetrator of bullying, should contact their child's class teacher or Headteacher immediately. Parents have a responsibility to support the school's anti-bullying policy and to actively encourage their child to be a positive member of the school.

12) Bullying — A Charter for Action

Following advice from the DCSF, we will adhere to the following principles in relation to managing anti bullying strategies for our school:

We will ensure that pupils who experience bullying:

- are heard;
- know how to report bullying and get help;
- are confident in the school's ability to deal with the bullying;
- know that steps will be taken to help them feel safe again;
- know they will be helped to rebuild confidence and resilience;
- know how they can get support from others.

For pupils who engage in bullying behaviour:

- they will be subjected to sanctions and learning programmes, hold them to account for their behaviour and help them to face up to the harm they have caused
- they will learn to behave in ways which do not cause harm in the future because they have developed their emotional skills and knowledge
they will learn how they can take steps to repair the harm they have caused
- if online, request that content be removed and account content is reported to the service provider
- where necessary, working with the wider community and local/national organisations to provide further or specialist advice and guidance; this may include involvement from the Police or referrals to Early Help, Specialist Children's Services, or Child and Adolescent Mental Health Services (CAMHS) as appropriate.

The headteacher, governors and other school staff will take the following steps:

- ensure that the whole school community is clear about the anti-bullying stance the school takes;
- ensure that pupils, as well as staff and other members of the school, are fully engaged in developing and reviewing anti-bullying work in the school;
- take every chance is taken to celebrate the success of anti-bullying work;
- make sure all pupils are clear about the roles they can take in preventing bullying, including the role of bystanders;
- that whole-school policies are developed which meet the law and school-inspection requirements;
- will promote a school climate where bullying and violence are not tolerated and cannot flourish;
- will continually develop best-practice based on knowledge of what works;
- review the school anti-bullying policy every two years and, as a result, the policy and procedures will be updated as necessary;
- use curriculum opportunities to address bullying;

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- ensure pupil support systems are in place to prevent and respond to bullying;
- will address school-site issues and promote safe play areas;
- ensure all staff take part in relevant professional development, and are clear about their roles and responsibilities in preventing and responding to bullying;
- ensure that all staff are aware of the importance of modelling positive relationships;
- ensure data systems gather useful information about the effectiveness of the anti-bullying work, and this data is used for monitoring and evaluation, and is shared with the school community;
- will work in partnership with parents, other schools and with Children's Services and community partners to promote safe communities.

Inform parents to ensure:

- they are clear that the school does not tolerate bullying;
- they are aware of procedures to use if they are concerned their child is being bullied or does not feel safe to learn, including the school's complaints procedure;
- they have confidence that the school will take any complaint about bullying seriously and investigate/resolve as necessary, and that the school systems will deal with the bullying in a way which protects their child;
- they are clear about ways in which they can complement the school on the anti-bullying policy or procedures.

11) Monitoring & review, policy into practice

- The school will ensure that they regularly monitor and evaluate mechanisms to ensure that the policy is being consistently applied.

- Any issues identified will be incorporated into the school's action planning.
- The headteacher will be informed of bullying concerns, as appropriate.
- The named Governor for bullying will report on a regular basis to the governing body on incidents of bullying, including outcomes.

The named Governor with lead responsibility for this policy is Christine Russell

The named member of staff with lead responsibility for this policy is: Amanda EllisRushton

This policy was approved by the Governing Body on:

This policy will be monitored and reviewed on:

Supporting Organisations and Guidance

Cyberbullying

- Childnet International: www.childnet.com
- Digizen: www.digizen.org
- Internet Watch Foundation: www.iwf.org.uk
- Think U Know: www.thinkuknow.co.uk
- The UK Council for Child Internet Safety (UKCCIS) www.gov.uk/government/groups/uk-councilfor-child-internet-safety-ukccis

LGBT

- EACH: www.eachaction.org.uk
- Barnardos LGBT Hub: www.barnardos.org.uk/whatwedo/ourwor/lgbtq.htm
- Metro Charity: www.metrocentreonline.org
- Proud Trust: www.theproudtrust.org
- Schools Out: www.schools-out.org.uk
- Stonewall: www.stonewall.org.uk

SEND

- Changing Faces: www.changingfaces.org.uk
- Mencap: www.mencap.org.uk
- DfE: SEND code of practice: <https://www.gov.uk/government/publications/send-code-ofpractice-0-to-25>

Racism and Hate

- Anne Frank Trust: www.annefrank.org.uk
- Kick it Out: www.kickitout.org
- Report it: www.report-it.org.uk
- Stop Hate: www.stophateuk.org
- Tell Mama: www.tellmamauk.org
- Educate against Hate: www.educateagainsthate.com
- Show Racism the Red Card: www.srtrc.org/educational

Sexual harassment and sexual bullying

- Ending Violence Against Women and Girls (EVAW) www.endviolenceagainstwomen.org.uk
- A Guide for Schools: www.endviolenceagainstwomen.org.uk/data/files/resources/71/EVAWCoalition-Schools-Guide.pdf
- Disrespect No Body: www.gov.uk/government/publications/disrespect-nobody-campaignposters

- Anti-bullying Alliance: advice for school staff and professionals about developing effective antibullying practice in relation to sexual bullying: www.anti-bullyingalliance.org.uk/toolsinformation/all-about-bullying/sexual-and-gender-related